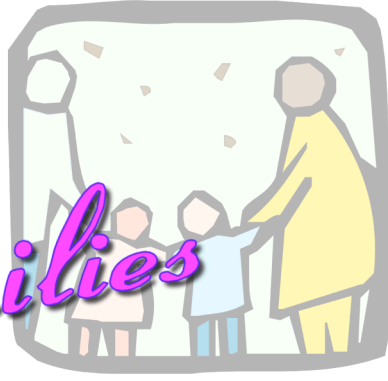


Families



Student Booklet

Activity 1.

Step A. Read the poem found below. As you read, circle two facts in the poem that are true of all families. Underline one fact that is true for only some families.



What is a family?
Who is a family?
One and another makes two is a family!
Baby and father and mother: a family!
Parents and sister and brother: a family!

*All kinds of people can make up a family
All kinds of mixtures can make up a family*

What is a family?
Who is a family?
The children that lived in a shoe is a family!
A pair like a kanga and roo is a family!
A calf and a cow that go moo is a family!

*All kinds of creatures can make up a family
All kinds of numbers can make up a family*



What is a family?
Who is a family?
Either a lot or a few is a family;
But whether there's ten or there's two in *your* family,
All of your family plus *you* is a family!

Step B. What other facts about families could the poet have included in the poem?

Step C. Other than in a poem, where else could you look to find information about families?

As the poem tells us, all kinds of creatures can make up a family. In this task, we will be investigating human families and the people in them. You will choose one family to read about and investigate, write a note to your teacher, and share what you learned with your own family.

Activity 2.

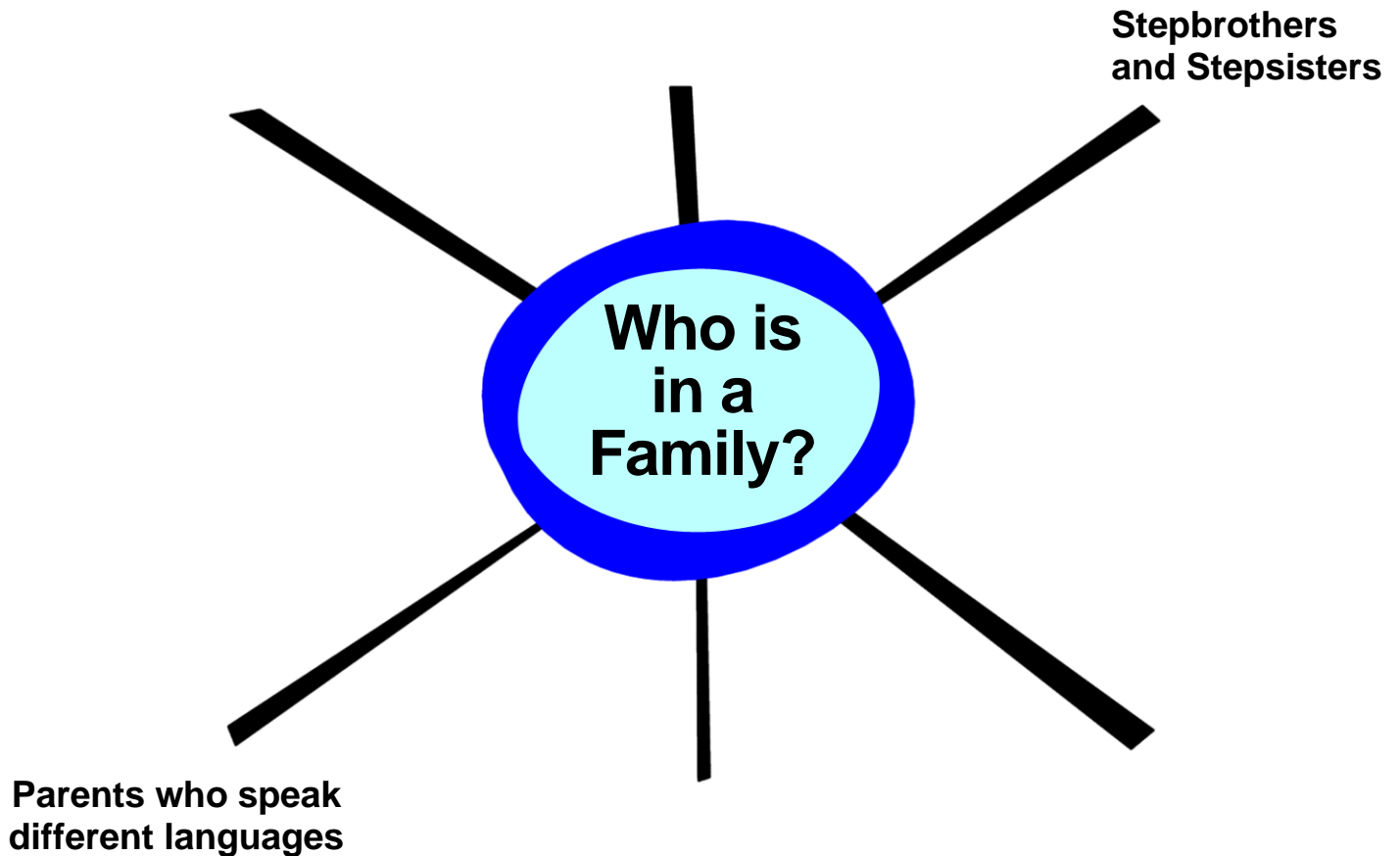
Step A. One way to define “family” is “a group of people who love and care about each other.” Do you think the poet would agree with this definition? Explain your answer.

Step B. The poet wrote that a family can be “baby and father and mother” or “parents and sister and brother.” What other people can belong to a family?

Activity 3.

The poet uses the word “mixtures” to tell us that people today live in many different kinds of families.

Step A. Complete the web below showing different kinds or “mixtures” of families. Two examples have been done for you.



Step B. How is the information in the poem different from the information you included on your web?

Activity 4.

Now that you have read a poem and thought about family members and family mixtures, you and a partner will choose a book about families and complete an investigation. Before you choose a book, look at the “Family Investigation” on the next two pages so that you will know what information to look for when you read.

Follow the directions of your teacher to choose a book and then an article or chapter about a family from that book. Then complete your investigation.



Family Investigation

Title of Book: _____

Author(s): _____

A. Who are the people in the family you read about?

B. Describe the mixture of this family.

C. Where does this family live?

What physical and human characteristics (features) make this place special for the family?

How do the natural resources of this place help the family meet its wants and needs?

Go on to the next page. 

Family Investigation (continued)

- D. All families have rules. Based on what you know and have learned, identify one rule that the family you investigated would follow, and explain why the family would need this rule.
- E. Families sometimes have conflicts or problems. Based on what you know and have learned, how do you think the family you investigated would solve a conflict or problem.
- F. What other questions would you ask this family if you had the chance to meet them?

Activity 5.

You have completed your investigation. Think about ways that members of the family you read about communicated with each other.

Step A. On the line below, write the name of one family member that you read about and circle one thing that the person communicated to another family member.

Person in family:

Communication:

Need

Want

Emotion

Opinion

Information

Step B. Think about how the communication you circled was expressed by the family member you named. Was this a healthy way for the family member to express himself or herself? Explain your answer.

Step C. Explain how you express wants and needs to your family in healthy ways.

Activity 6.

Now you and your partner will meet with another pair of students to share what you have learned about families. Take turns describing the members of the family you investigated, its mixture, and your answers to investigation questions C, D, E and F.

Activity 7.

Think about the characteristics of different cultures you have studied. Remember that culture includes the languages people speak, the kinds of clothes people wear, the kinds of houses people live in, the kinds of work people do, and what people do for play.

Step A. Name another culture you have studied. _____

Step B. On your own, write a note to your teacher. Use what you learned and what you know about families to explain how the life of the family you investigated is different from the life of a family in the culture you named.

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Activity 8.

Think about your own family. Then work on your own to complete Steps A, B, C and D.

Step A. How was the family you investigated like your own family? How was it different?

Step B. How do the members of your family show that they care about one another?

Step C. Describe one way that you contribute to your family.

Step D. Choose a person in your family other than yourself. Name the person and describe one important contribution he or she makes to your family.

Activity 9.

In this task, you have learned many things about families. Now you will share what you learned with your own family. Choose **one** of the following:

Option A.

Write a letter to your family to inform them about what you learned. When you write to inform, you share with others what you have learned about a topic. When you write to inform, you do the following:

- Think about the facts the reader needs to know.
- Put your facts in the best order.
- Use examples and descriptions to make the information clear to the reader.

Drafting and Revising. Follow your teacher's directions to do the following:

- Use your ideas to write a first draft of what you would like to say about families in your letter. Plan and write your first draft on the lined paper your teacher has given you.
- Re-read your draft and decide on changes you want to make to improve it.
- Copy your revised draft on the lined paper your teacher has given you.
- Proofread your final draft according to your teacher's directions.

Option B.

Choose from the materials your teacher has provided, and draw a picture to show your family what you have learned.

Option C.

In the beginning of this task, you read a poem about families. Now you will write your own poem to express your ideas about families. When you write to express personal ideas in a poem, you do the following:

- Think about the topic of your poem.
- Think about the form you want to use for your poem.
- Think about the descriptive words and phrases that will make a picture in the reader's mind.
- Think about how to make your poem interesting.

Prewriting. Choose from the materials your teacher has provided, and draw a picture to help you work out your personal ideas that you would like to express about families.

Drafting and Revising. Follow your teacher's directions to do the following:

- Use your ideas to write a first draft of what you would like to say about families in your poem. Plan and write your first draft on the lined paper your teacher has given you.
- Re-read your draft and decide on changes you want to make to improve it.
- Copy your revised draft on the lined paper your teacher has given you.
- Proofread your final draft according to your teacher's directions.

